

GUIDELINES
for completing the

SOUTH DAKOTA
COMPREHENSIVE SCHOOL REFORM
DEMONSTRATION PROGRAM
APPLICATION

SY 2004-2005

SOUTH DAKOTA
OFFICE OF EDUCATIONAL SERVICES & SUPPORT
DEPARTMENT OF EDUCATION
Updated January 2004

COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM GUIDELINES

PURPOSE

The purpose of the Comprehensive School Reform Demonstration Program is to provide financial incentives for schools that need to improve student achievement, particularly Title I schools, to implement comprehensive school reform programs that are based on reliable research and effective practices, and include an emphasis on basic academic and parental involvement. These programs are intended to stimulate school-wide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform.

Eleven Components of Comprehensive School Reform

To be considered comprehensive, a program must integrate, in a coherent manner, specific components listed in the legislation. In the No Child Left Behind Act of 2001, two new components were added to the already existing nine components of Comprehensive School Reform. The new list of eleven components provides a guide for schools to use in creating a research-based comprehensive school reform plan. While whole school reform models are typically adopted by schools engaging in comprehensive school reform, each school and district is responsible for ensuring that their school plan, including their selected model, is based on scientifically-based research and addresses each of the eleven components listed below. (On the CSRD Web Resources is a School Self-Assessment Tool that can be used to assess school readiness based on most of these components.)

1. **Effective Research-Based Methods and Strategies:** A comprehensive school reform program employs proven strategies and methods for student learning, teaching, and school management that are based on scientifically-based research and effective practices and have been replicated successfully in schools.
2. **Comprehensive Design:** A comprehensive design for effective school functioning integrates curriculum, instruction, classroom management, assessment, professional development, parental involvement and school management. By addressing needs identified through a school needs assessment, it aligns the school's curriculum, technology, and professional development into a plan for school-wide change. The ultimate goal of this design is to enable all students to meet challenging State content and student academic achievement standards.
3. **Professional Development:** The program provides high-quality and continuous teacher and staff professional development and training. The professional development involves proven, innovative strategies that are both cost effective and easily accessible and ensures that teachers are able to use State assessments and challenging State academic content standards to improve instructional practice and student academic achievement.
4. **Measurable Goals and Objectives:** A comprehensive school reform program includes measurable goals for student academic achievement and establishes benchmarks for meeting those goals. The U.S. Department of Education encourages LEAs to link these goals to the State's definition of adequate yearly progress (AYP) in Section 1111(b)(2) of the ESEA.
5. **Support Within the Schools:** Teachers, principals, administrators, and other staff throughout the school support the program in a CSR school. They demonstrate this support by, among other

- activities, understanding and embracing the school's comprehensive reform program, focusing on continuous improvement of classroom instruction, and participating in professional development.
6. **Support for Teachers and Principals:** A CSR program provides support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts. The program encourages teamwork and the celebration accomplishments. These and other means of support are part of the school's comprehensive design.
 7. **Parent and Community Involvement:** The program provides for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities. In addressing this component, schools create strategies that are consistent with the parental involvement requirements of Title I, Part A. (See Section 1118 of the ESEA.) Schools pay special attention to building parents' capacity for involvement and design ways in which parents can be brought into the instructional program and contribute to the academic achievement of their children.
 8. **External Technical Support and Assistance:** The program uses high-quality external support and assistance from an entity that has experience and expertise in school-wide reform and improvement, such as an institution of higher education.
 9. **Annual Evaluation:** The program ensures accountability by including a plan for the annual evaluation of the implementation of school reforms and the student results achieved. The evaluation helps ensure that the school is making progress toward achieving its measurable goals, objectives, and benchmarks and that necessary adjustments and improvements will be made to the reform strategies.
 10. **Coordination of Resources:** The comprehensive program must identify Federal, State, local and private financial and other resources that schools can use to coordinate services that support and sustain comprehensive school reform.
 11. **Strategies that Improve Academic Achievement:** The program must meet one of the following requirements: The program must have been found, through scientifically based research, to significantly improve the academic achievement of participating student; or the program has been found to have strong evidence that it will significantly improve the academic achievement of participating children.

Through supporting comprehensive school reform, the program aims at enabling all children in the school served, particularly low-achieving children, to meet challenging State content and student performance standards.

GENERAL INFORMATION

Grant funds will help schools initiate and implement comprehensive school reforms incorporating the eleven reform components listed above. These components establish, among other things, that each participating school must base its design on a reform plan that:

- employs innovative strategies and methods grounded in reliable research and practice,
- aligns reforms with the school's regular program and a school needs assessment, and
- utilizes high-quality external technical support and assistance from entities with experience and expertise in school-wide reform and improvement.

Refer to NwREL's Catalog of Model Programs at the CSRD WEB RESOURCES site for a partial listing of programs that could be considered for implementation. It should be noted that **all applicants**, regardless of which model they select, **are required** to demonstrate how the program they select will assist in integrating in a coherent manner all eleven CSRD components listed above. **An applicant that fails to satisfactorily address any of the eleven components will not qualify for CSRD funding.**

ELIGIBLE APPLICANTS

The federal legislation strongly encourages the LEA to apply for funds to support schools in need of improvement; therefore, priority points will be assigned by the SD Department of Education and Cultural Affairs based on the following criteria:

1. Any district in South Dakota may apply on behalf of Title I schools; however, high priority will be given to:
 - Title I schools that have been identified for Title I School Improvement; i.e., schools that have not made Adequate Yearly Progress on State Assessments or met their local indicators for two consecutive years.
 - Title I schools that have high poverty; i.e., schools that have at least 40% poverty based on free and reduced lunch count or census data.
 - Title I schools that are operating as school-wide projects or are involved in the planning stages to become a school-wide. (If a school is in the planning stage to become a school-wide, an *Intent to Become a School-wide Program* form must already be on file in the Office of Technical Assistance.
2. Any district in South Dakota may apply on behalf of any public school; however, high priority will be given to:
 - Public schools that show a decline in their state assessment data or local indicators aligned with their target areas; e.g., attendance rates for both staff and students, dropout rate, discipline rate, retention percentages, parental involvement, and the teacher/administrator turnover.
 - Public schools showing a high percentage of students in the unsatisfactory (below basic) individual student performance level.
 - In keeping with State emphasis on implementation of technology into the classroom, priority will be given to public schools that demonstrate that they currently have at least one Internet connection in the school and an adequate number of computers available for student and teacher use, with plans underway for building a more robust infra-structure to support teaching and learning.

In addition to the priority points listed above, the proposal review committee will evaluate and rate each narrative item in the application and assign points based on the merits of each response.

PRE-APPLICATION

The Pre-Application Form must be completed and submitted to Jim Hauck, Office of Technical Assistance, no later than Monday, February 9, 2004. This is not a commitment to participate in the CSRD program but a sign of interest and intent to participate. Only those schools completing and submitting this pre-application by the due date will be considered eligible to participate during this funding period.

APPLICATION PROCEDURE

The application is to be completed by the school and, if different from the district, in consultation with the district. (See the Application Form for the items that must be addressed by the applicant. Complete Sections A through I which includes the District and Building Information, Table of Contents, GEPA Statement, Project Abstract, Competitive Preferences Information, Narratives (13) based on 11 components of the CSRD program, and the Budget and Budget Narrative. Include a commitment statement from the model developer in Section H and evidence of school support for the reform program in Section I.)

PROJECT PERIOD AND MINIMUM AWARD

Applicants must select an appropriate researched-based program supported by a comprehensive, data-driven, local-school needs assessment. (Refer to the Federal Comprehensive School Reform (CSR) Program Guidance, Appendix C, for the definition of *scientifically-based research*.) The Comprehensive School Reform Demonstration Program grants will be awarded for a **three-year period** with project implementation beginning in the School Year 2004-2005. Each grant award will provide a **minimum** of \$50,000 annually, for each of the three years of the project and will not exceed \$110,000 per year per school. Years 2 and 3 are contingent on continuing federal appropriations for the CSR Program. Note: CSRD funds should not be the sole financial base for the CSRD program. Rather, CSRD should be seen as “seed” money to encourage the development, adoption, and implementation of a comprehensive school reform program

Allowable expenditures include (1) startup cost of implementing CSRD, (2) professional development and training, (3) securing expert technical assistance, (4) developing or acquiring instructional materials, and (5) implementing parent and community outreach programs. These funds must be used for implementation of the Comprehensive School Reform Demonstration Program and **not** for long-term staff salaries or administrative costs. If administrative costs are included, they must be in addition to the \$50,000 project minimum and are not to exceed 5 percent of the minimum allocation or \$2500.

A mid-year report may be required to ensure that implementation is on schedule and progress has been made. An annual end-of-year program and fiscal report provided by the Department of Education will be required. Multiple assessment criteria -- the State standards and State assessment information, the goals/objectives/benchmarks, an evaluation conducted by an external evaluator and/or the model developer, etc. -- will be reviewed to determine whether the school will receive funding for Years Two and Three. (See the CSRD WEB RESOURCES site for information on assessments.)

SELECTION PROCESS

Staff of the South Dakota Department of Education, Educational Services & Support, will screen applications to verify that all required items are addressed appropriately to meet regulations. The Department of Education will assign priority points to those schools warranting priority. A Grant Review Committee consisting of educational personnel who have experience with research-based reform models will independently review and rank applications and collaboratively determine schools to be funded. The selection process may require several weeks for final approval of the applications and will require final approval from the Office of the Governor.

APPLICATION FORMAT

The proposal must be organized as follows and limited to the stated number of pages per section:

Title Page	1
Cover Page (District & Building Information)	1
COMPLETED TABLE OF CONTENTS	
Assurances, signed by the LEA authorized representative certifying that the agency will adhere to all of the assurances.	3 1/2
427 GEPA Statement	1
Competitive Preferences	1
Abstract	1
Grant Narratives (multiple parts)	30 double-spaced
Budget Form	1
Budget Narrative	3 single-spaced
Required written commitment from the model developer	
External and Internal Financial Support Form	

The application must be:

- **typewritten** on one side of the page only; with numbered and lettered items restated in bold print and responses in regular print corresponding to the Items on the Application Form;
- **limited to 30 double-spaced pages** of narrative (10 or 12 point type only).
- **stapled in top left corner only.**

The following items are not acceptable:

- a. originally-designed cover page,
- b. binders and notebooks,
- c. attachments in appendices
- d. letters of support.

APPLICATION SUBMISSION

- The **district** must submit a completed grant application for each school in the district that is applying.
- Comprehensive School Reform Applications can **ONLY** be for a single school building unless schools in several districts are applying as a consortium. (See USDOE Comprehensive School Reform (CSR) Program Guidance for information on applying as a consortium.) If multiple schools in a district are applying for CSR program funds, a **separate application must be submitted** for each school. Schools that have been previously funded are not eligible for this granting period. **Note:** The template approach, when two or more applications are submitted from one district and contain nearly identical or very similar content, is **NOT** acceptable.

- An **originally-signed application and five copies** must be **received** by the South Dakota Department of Education and Cultural Affairs **no later than 5:00 p.m. on Monday, March 15, 2004**. Late entries will not be considered.

Send to: Jim Hauck, CSRD Coordinator
South Dakota Department of Education
Office of Educational Services & Support
700 Governors Drive
Pierre, SD 57501

If you have problems or questions or seek additional information, contact Jim Hauck at 605-773-4712 or e-mail to: james.hauck@state.sd.us